

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills  A. Critical Thinking	28. Use critical thinking in classroom tasks. e. Make inferences.  CASAS# 7.2.4, 7.4.1	N/A
SAMPLE SCANS ACTIVITY: Making Inferences		

Stages of Lesson: ☐ Warm Up    ☒ Introduction    ☒ Presentation    ☒ Practice    ☐ Application

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a critical thinking activity in which students work in pairs to make inferences about a reading passage.</p> <ol style="list-style-type: none"> <li>1. Choose a short reading which focuses on an event where the character's motivation or beliefs are not directly stated but can be inferred from his/her actions. Write 3-5 "why" questions about events in the story which will require the students to make logical conclusions (e.g., "Why do you think the boss yelled at his employee?" "Why do you think the woman decided to leave her country?")</li> <li>2. Review or discuss the concept of "inferencing". Give examples. Answer any questions.</li> <li>3. Write your "why" questions on the board. Explain that students should use these questions to guide their reading. After they read, they will answer the questions by making inferences.</li> <li>4. Hand out the reading. Give students 10 minutes to read the passage.</li> <li>5. Model the activity by eliciting answers to the first "why" question. Write the answers on the board. Explain that they must use words like "probably" or "most likely". Give examples. (It seems likely that the character yelled at his wife because he was upset about his boss yelling at him earlier in the story.)</li> </ol>		<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>

6. Put students in groups of four. Assign one person to write for the group. Allow 10 minutes for the groups to make a list of as many logical conclusions for each question as they can. Circulate and monitor the groups.
7. Stop the task. Have each group report back at least one inference for each question. \*\*

\*\* This step serves as evaluation of the activity.

Information- Acquires and  
Evaluates Information/  
Interprets and  
Communicates  
Information